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An analytical study of emotional competence of tribal and non-tribal adolescents

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Abstract

The study was intended to explore the level of emotional competence of tribal and non-tribal adolescents. This study was carried as a pilot study as the investigator is pursuing the research in the same domain. According pilot study was carried for the sake of replicating the results. 100 tribal and non-tribal adolescents were selected by using random sampling technique. All the respondents were elected within the age group of 14-21 years. Emotional competence Scale (SUS) developed by Sarita Dahiya & Sonia Gahlawant (2016) was used for data collection. The collected data was subjected to statistical treatment by using Frequency, Percentage, Mean, SD and 't' value. Results revealed that tribal and non-tribal adolescents differ significantly on various levels of emotional competence. Non-tribal adolescents were seen with highly level of emotional competence as compared to tribal adolescents.

Keywords: emotional competence, tribal adolescents, non-tribal adolescents

Introductions

Emotional Competence alludes to the appearance of genuinely skilled practices that reflect Emotional Intelligence (Seal *et al.* 2010). Utilizing Emotional Competence at different occupational settings has as of late showed up as one of the most generally talked about and interesting territory to investigate in the present literature. As indicated by the Literature Emotional competence prompts more prominent social and emotional working and assumes a huge job at work and considered as the best capacity in every one of the features of career. Advocates of emotional competence guarantee that this build has true relevance that it has increased such across the board acknowledgment in both the individual and professional life. In this manner, an enormous number of analysts have been included to direct reads for evaluating the viable worth and convenience of emotional competence skills in different hierarchical settings. Applicable literature demonstrates that there has been an expanding enthusiasm for applying emotional intelligence skills in the realm of work. Emotional competence refers the capability of an individual to express his/her feelings and sentiments in smooth manner. From behavioural point of view, emotional competence means the ones domain specific working model to manage ones emotions appropriately within interpersonal and intra-personal relations. Emotional competence represent the fundamental behavioural makeup of an individual in which exposure, feelings, sentiments temper trait of an individual gets ample and stable manifestation. According to Sharma (1994) "Emotional competence refers to a person's ability to express or release his/her inner feelings and emotions. It implies an ease around others and determines our ability to effectively and successfully lead and express". Large number of the research studies has been conducted in the relevant domain. Like; studies conducted by; Yawer, A. L. (2003) [20], Sharma, S. & Lata, S. (2013) [18], Sharma, A. K. (2004) [17], Sanam, M. (2018) [16], Ravinder, A. K. 2002) [14], Noor. A. (2015) and Nida, A. (2002). However, in the study area of Kashmir there may be hardly any study which has been explored on the level of emotional competence of adolescents. Accordingly, the investigator conquers the research problem which reads as:

Statement of the problem: The statement of the research problem is as under:

An analytical study of emotional competence of tribal and non-tribal adolescents

Objectives of the study: The objectives of the present study are as under:

- 1) To study the emotional competence of tribal and non-tribal adolescents.

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Hypothesis: Following hypothesis has been framed for the present study:

- 1) There exists significant difference between tribal and non-tribal adolescents on their level of emotional competence.

Operational definition: The operational definitions of terms and variables are as under:

- 1) **Emotional competence:** Emotional competence in the present study refers the set of score obtained by the respondents on emotional competence scale developed by Sarita Dahiya & Sonia Gahlawant (2016).
- 2) **Tribal adolescents:** Tribal adolescents in the present study refer those adolescents who are belonging to Gojer, Bakerwall and Other Backwards Classes.
- 3) **Non-tribal adolescents:** Non-tribal adolescents in the present study refer those adolescents who are other than tribal adolescents.

Delimitations of the study: The present study will be confined to the following aspects:

- 1) The present study will be confined to secondary school

students reading in 11th and 12th standard.

- 2) The present study will be delimited West Tripura District of Tripura. In the same district, the researcher will selected sample from Mohanpur, Hezamara, Dukli and Jirania blocks only.

Methodology: Keeping in view, the research evidences, objectives and hypotheses, the researcher found it suitable to go through descriptive survey method. Accordingly, present study was carried with the help of descriptive method.

- 1) **Sample:** A representative sample 100 secondary school students will be selected by using stratified cum random sampling technique. Whole data was selected from the West Tripura District of Tripura. In the same district, the researcher selected sample from Mohanpur, Hezamara, Dukli and Jirania blocks only.
- 2) **Instrument used:** Emotional Competence Scale developed by Sarita Dahiya & Sonia Gahlawant (2016) was uses for data collection.

Analysis and interpretation of the data: The collected data has been analysed as under:

Table 1: Showing the descriptive analysis of tribal and non-tribal adolescents on their level of emotional competence. (N=50 each)

Descriptive Statistics							
	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
Non-tribal students	50	30.00	110.00	140.00	122.7	8.251	68.0
Tribal Students	50	44.00	92.00	136.00	108.40	10.394	108.0

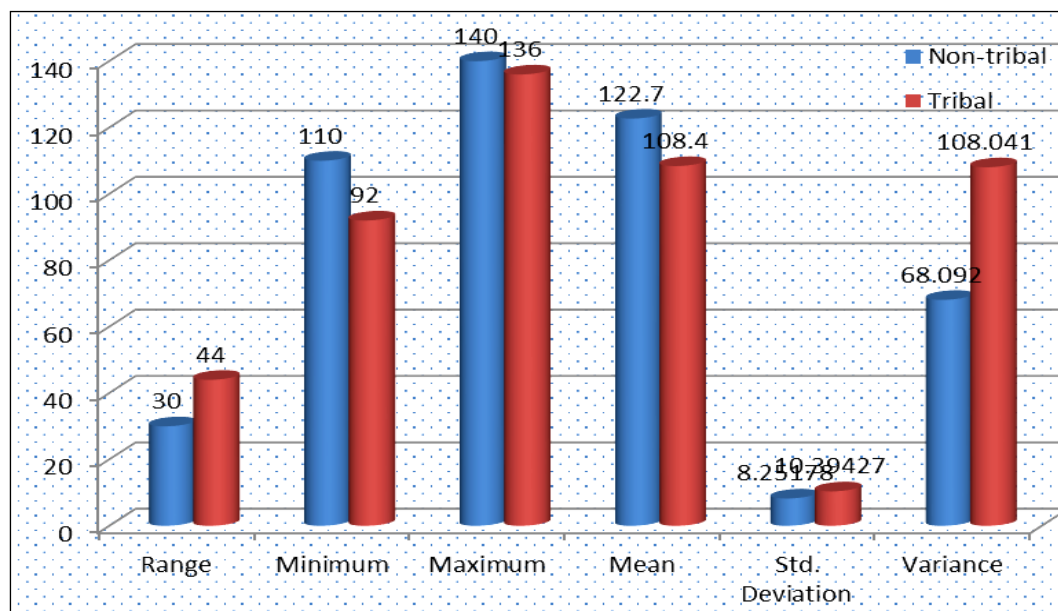


Fig 1: Showing the descriptive analysis of tribal and non-tribal adolescents on their level of emotional competence. (N=50 each)

The results gained in the above reported table reveal that the range of the non-tribal adolescents on emotional competence have been seen 44.00 and the range of tribal adolescents has been seen 30.00. In addition to this it has been seen that the minimum score in the series of non-tribal adolescents was seen 110 and in case of tribal adolescents it was seen 90.00. In pursuance to same, the mean score of non-tribal adolescents was seen 127.7 and the mean score of tribal adolescents was found 108.40. So non-tribal adolescents were seen high mean achievers on their level of emotional competence. Thus, it can be inferred that the

emotional competence of non-tribal adolescents was seen higher as compared to tribal adolescents.

Table 2: Showing the mean significant difference of tribal and non-tribal adolescents on their composite score of emotional competence. (N=200 each)

Variable	Non-tribal		Tribal		't' value
	Mean	SD	Mean	SD	
Emotional Competence	122.70	8.25	108.40	10.39	7.61 @ @

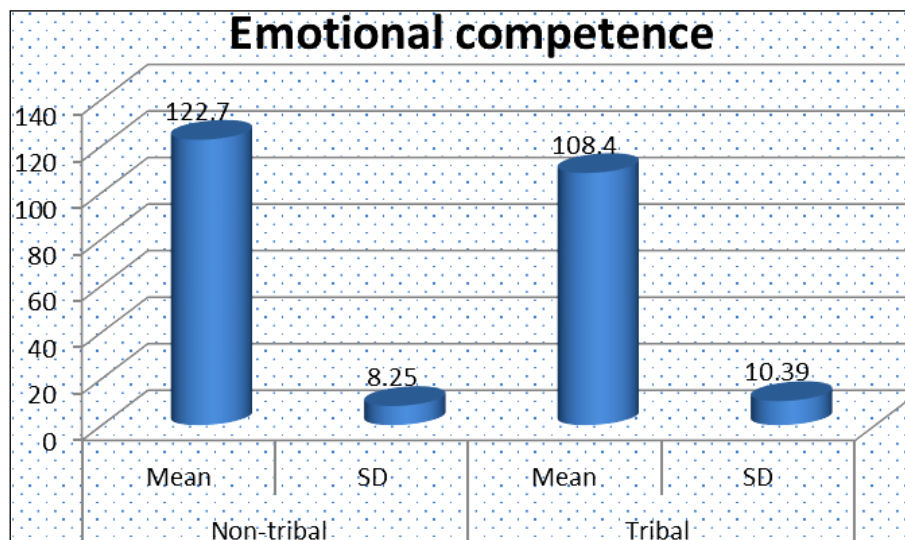


Fig 2: Showing graphical illustration of tribal and non-tribal adolescents on their social skills (Dimension-V) of emotional competence scale. (N=200 each)

Interpretation: The fleeting look on the table 2 (please refer table 2, Fig. 2) gives information about the mean significant difference between tribal and non-tribal adolescents on their level of emotional competence. The results reveal that the mean score of non-tribal adolescents was inferred 122.70. In the same table, the mean value of tribal adolescents was reported 108.40. When the both group of the adolescents were comparatively analysed by operating independent 't' test, the 't' value came out to be 7.61, which is significant at 0.01 level of confidence. Therefore, from the above reported results, it can be inferred that impact of gender is significant on the level of emotional competence of the adolescents. Conversely, non-tribal adolescents were seen with high level of emotional competence as compared to tribal adolescents. Consequently, investigator can inferred that tribe has been observed significant on the level of emotional competence of the respondents. In context to same, the status of the hypothesis is reported as under:

Hypothesis: There exists significant difference between tribal and non-tribal adolescents on their level of emotional competence. (Accepted)

Conclusions of the study: The aim of the study was to explore the level of emotional competence of tribal and non-tribal adolescents. In pursuance to same, significant difference was reported between tribal and non-tribal adolescents. Non-tribal adolescents were seen with high level of emotional competence as compared to tribal adolescents.

Conflict of interests: Keeping entire research process under consideration, the investigator has not declared any conflict of interests.

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